The Continuous Improvement Process is a blend of compliance monitoring and improving outcomes for students. This report is based on findings from the Special Education Coordinator’s Questionnaire, Student File Review, Student Services Review, and any other information obtained during the on-site visit.

During the Continuous Improvement Process, a designated number of student files were reviewed to verify compliance with state and federal requirements. Also, during the on-site process, a small number of students were selected to determine student status and related system performance results. Each SSR provides information to determine if there is a match between the individual needs of the student and the services being provided to the student by the agency.

The purpose of this report is to provide feedback to the agency in identifying findings of noncompliance that must be corrected as soon as possible, and in no case later than one year from identification of noncompliance. The report also identifies the corrective action that must be taken by the agency as well as the documentation that must be submitted to the Alabama State Department of Education (ALSDE). In addition, the report informs the agency of the steps the ALSDE will take in order to ensure 100% correction of noncompliance with the statutory requirement(s).
The Focused Monitoring Report will include the following:

- SSR RESULTS
- FINDINGS OF NONCOMPLIANCE
- IMMEDIATE CORRECTION STRATEGIES
- IMPROVEMENT STRATEGIES
- DOCUMENTATION OF CORRECTIVE ACTION

GLOSSARY

AAA ................... Alabama Alternate Assessment
AAC ................... Alabama Administrative Code
ADRS ................. Alabama Department of Rehabilitation Services
ALSDE .......... Alabama State Department of Education
AMSTI .............. Alabama Math, Science and Technology Initiative
ARI ................... Alabama Reading Initiative
AYP .................. Adequate Yearly Progress
AOD ................. Alabama Occupational Diploma
CRS ................. Children’s Rehabilitation Services
CTIP ............... Career Technical Implementation Plan
DB ................ Deaf-Blindness
DD ................. Developmental Delay
ECEC ............... Environmental, Cultural, and/or Economic Concerns Checklist
ED ................ Emotiona l Disability
EI .................. Early Intervention
ESL ................ English as a Second Language
ESY ................. Extended School Year
HI ................ Hearing Impairment
ID ................ Intellectual Disability
IEP ................. Individualized Education Program
LEA ............... Local Education Agency (to include State-Operated/State-Supported Agencies)
LEP ................ Limited English Proficiency
LRE .............. Least Restrictive Environment
MD ................ Multiple Disabilities
OHI ................ Other Health Impairment
OI ................ Orthopedic Impairment
OT ........... Occupational Therapy
PST .............. Problem Solving Team
PT ............ Physical Therapy
SES .............. Special Education Services
SETS ........ Special Education Tracking System
SLD ............ Specific Learning Disability
SLI ............ Speech or Language Impairment
SPDG .......... State Personnel Development Grant
SSR ........... Student Services Review
STI ........... Software Technology Incorporated
TBI ........ Traumatic Brain Injury
VI ........ Visual Impairment
VRS ........ Vocational Rehabilitation Services
SSR Results: (Legend—Maintenance Zone=Optimal/Good Conditions; Refinement Zone=Fair/Borderline Conditions; Improvement Zone=Poor/Adverse Conditions)
The graphs depicting the results of the SSR Reviews are based on a selected number of students with disabilities and should not be interpreted to represent the services as a whole for all students with disabilities in the LEA.
### Protection In Evaluation Procedures

Tests and other evaluation materials were not validated for the specific purpose for which they were used.

AAC 290-8-9-.02(1)(k); 34 CFR § 300.304(c)(i)(iii)

Tests and other evaluation materials were not utilized that provide a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child including information provided by the parent.

AAC 290-8-9-.02(1)(j); 34 CFR § 300.304(b)(1)

The education agency did not assess all areas related to the suspected disability, whether or not commonly linked to the disability category.

AAC 290-8-9-.02(1)(f); 34 CFR § 300.304(c)(4)

In evaluation decisions the education agency did not administer tests and other evaluation materials as may be needed to produce the data needed to determine whether the child has a particular disability or continues to be a child with a disability.

AAC 290-8-9-.02(1)(d)(2)(v); 34 CFR § 300.305(a)(c)

Upon completing the administration of tests and other evaluation materials, the eligibility decision did not include documentation that, if eligible, was not due to the student’s lack of instruction in math or reading or LEP.

AAC 290-8-9-.04(1)(c); 34 CFR § 300.306(b)(1-2)

<table>
<thead>
<tr>
<th>FINDINGS OF NONCOMPLIANCE</th>
<th>IMMEDIATE CORRECTION STRATEGIES (30-Day items)</th>
<th>IMPROVEMENT STRATEGIES</th>
<th>DOCUMENTATION OF CORRECTIVE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit.</td>
<td>Provide to the appropriate teachers and administrators information, training, and/ or technical assistance on the following:</td>
<td>Provide to the ALSDE documentation of the information, training, and/ or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms.</td>
<td></td>
</tr>
<tr>
<td>Reevaluate students as determined appropriate by a review of eligibility.</td>
<td>The evaluation, eligibility, and reevaluation process/ criteria and requirements for each disability area.</td>
<td>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
<td></td>
</tr>
<tr>
<td>Convene the IEP Team/ Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review.</td>
<td>The evaluation process, using appropriate assessment data to determine eligibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the information in the file to correct the eligibility report by documenting the missing information on the appropriate pages of the Notice and Eligibility Decision Regarding Special Education Services form for the students.</td>
<td>The required information that must be documented on the eligibility report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicate corrected copy and date of correction on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
<td>The required Eligibility Committee or IEP Team composition.</td>
<td></td>
<td></td>
</tr>
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<tr>
<td>The required assessments were not administered to each student before the eligibility determination meeting. AAC 290-8-9-.03; 34 CFR § 300.301(a)</td>
<td>regarding omission of the documentation on the eligibility report. Send a copy of both forms to the parent and/or student. Document the date sent in the appropriate place on the Notice and Eligibility Decision Regarding Special Education Services form. Provide to the parent/student the Notice of Proposal or Refusal to take Action form with explanation regarding corrective action taken.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individualized Education Program (IEP)**

Each student's IEP does not include consideration of special factors. AAC 290-8-9-.05(6)(1); 34 CFR § 300.324(a)(2)(i-v)

|  |  |  |  |
|  | Review the IEPs of the students discussed during the on-site visit. Revise IEPs as determined appropriate by the review. Address the components that were not completed as required. Send a copy of the completed/amended IEP to the parents of the students. | Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following: IEP development that includes completion of the form as well as the process for developing an IEP based on the individual needs of the student. Begin with | Provide to the ALSDE documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms. The participant sign-in forms should contain columns for the following: name, position, and school/worksite. |

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<td></td>
<td>Send the <strong>Notice of Proposal or Refusal to take Action</strong> form to the parent with explanation regarding corrective action taken.</td>
<td>the profile and continue through the delivery and evaluation of services. Specifically train on all required IEP components.</td>
<td>3-Month Training</td>
</tr>
<tr>
<td></td>
<td>Document the date sent in the appropriate place on the IEP form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Convene the IEP team to develop a current IEP for the applicable student(s).</td>
<td></td>
<td>3-Month Training</td>
</tr>
</tbody>
</table>

**Steps to be taken by the ALSDE to ensure compliance with the Statutory Requirements**

1. For each Immediate Correction Strategy (30-day item), the ALSDE will review corrections on line.

2. Sixty calendar days from the date the LEA received notification of the status of the immediate correction strategies, a random sample of updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 3 will be taken.

3. Twenty calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 4 will be taken.

4. Ten calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and the ALSDE will determine what enforcement procedures will be considered.
**Enforcement Procedures:**

1. The Special Education Coordinator will receive a call from the Program Coordinator of Special Education.
2. A letter will be written to the Superintendent outlining the seriousness of correction of noncompliance.
3. A Compliance agreement will be implemented.
4. The Superintendent will be directed to come to the ALSDE and meet with the Director of the Office of Learning Support, Program Coordinator of Special Education, Focused Monitoring Administrator, and the Focused Monitoring Team Leader.
5. Withholding of funds procedures may be implemented.